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ABSTRACT

This newsletter special issue focuses on recreational programming for people with deaf blindness. The following individual articles are presented: "Strategies To Promote Community Integrated Recreation: Guidelines for Leisure Coaches" by Joann Enos (which lists seven such strategies); "Assessing Recreation and Leisure Preferences" by Laura Rocchio (which describes assessment at the Helen Keller National Center); "Enhancing Recreational Participation" by Laura Rocchio and Jane Everson (which identifies modifications and adaptations in games, crafts, and community recreation activities); "Maximizing Hearing during Recreational Activities" by John Mascia (which describes assistive listening devices and communication strategies); and "Facilitating Communication with the Public" by Janis F. Bilello (which provides an overview of methods of communication for individuals with deaf blindness). Sources of information about therapeutic recreation, crafts materials, hearing impairment related equipment and aids, assistive listening devices, and communication products are listed. (DB)

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Helen Keller National Center

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HKNC TAC News

Technical Assistance Center

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Supporting the Transition of Youth with Deaf-Blindness

Several years ago, a popular button among conference-goers and busy professionals questioned, "Are we having fun yet?". Along with generating smiles, the button also points out the frustration many adults feel with their daily lives. Busy with work, family responsibilities, and other daily obligations, many people just can't seem to find the time to have fun. But recreation experiences are important aspects of a quality life -- especially for adults!

An adult's quality of life is enhanced by recreational experiences. These experiences provide opportunities for self-development, self-expression and relaxation. As a result, an individual's physical, emotional, social and intellectual quality of life is enhanced. Young adults with deaf-blindness are also entitled to a quality of life that includes satisfying recreation experiences. But all too frequently, young adults with deaf-blindness, like their family members, friends, and service providers are too busy to have fun. Structured programming in employment, independent living, communication, and orientation & mobility consumes their daily schedules and activities.

Recreational programming for adults with deaf-blindness does require structured programming -- assessment, adaptations, modifications, training, support, and follow-up. Recreational programming should also provide young adults with enhanced opportunities for community presence, participation, choices, respect, and competence (O'Brien, 1987). But the ultimate test of successful recreational programming is an individual's ability to respond positively to the question, Are we having fun yet?

Successful recreational planning requires assessing the abilities, likes and dislikes of young adults and including these preferences in daily schedules and activities. Through structured adaptations, modifications, training, support and follow-up, recreation should provide opportunities for individuals to become part of their communities. Leisure coaching (Dattilo & St. Peter, 1991) is an exciting approach to assisting youth with deaf-blindness and other severe disabilities in accessing community-based and integrated opportunities. Recreation should provide opportunities for satisfying relationships with peers; it should build friendships. Recreation should encourage choice-making through a variety of activities that are active (such as walking or swimming), passive (such as board games or puzzles) indoor, outdoor, and take place alone or in group settings. Recreational activities should build respect and competence through age-appropriate activities. As a result, recreational experiences become pleasurable and natural avenues for developing community presence and participation.

Carol Stensrud, in a publication edited by John A. Nesbitt, describes recreation for children with deaf-blindness in a fashion that is equally true for young adults: "Recreation can be anything fun...We must not say that the child can't or won't get anything out of it... We must learn not to expect the child to enjoy the activity for the same reasons as we do, or to show the same responses as we do...We have to provide them the opportunities and be willing to accept the fact that it is a human right to be able to take a chance, to fall and scrape a knee, to step in cow dung and to SMILE". This newsletter presents some guidelines, strategies, and resources for service providers, families, and friends to consider when developing recreation experiences for young adults with deaf-blindness. Have fun!!

Jane M. Everson & JoAnn Enos

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The **Technical Assistance Center** of the Helen Keller National Center (HKNC-TAC) is a national technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs, Agreement #HO25E90001.

HKNC-TAC's purpose is to provide national training and technical assistance to education programs and adult agencies providing school-to-adult-life transition services to youth with deaf-blindness.

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Strategies to Promote Community-Integrated Recreation: Guidelines for Leisure Coaches

1. Begin by assessing an individual's recreation preferences. Interview individuals, their family members, and service providers. Ask simple questions: What are this person's likes and dislikes? What things work and don't work for this person? What experiences has this person had in the past? Many young adults with deaf-blindness have limited recreation experiences and may have difficulty making choices and showing preferences until they are exposed to new activities. Partial participation is an important value in recreation programming. One does not have to be an accomplished athlete, musician, or other expert to participate in sports, music, and other community activities.

2. Assess community recreation opportunities. Community presence is also an important recreation value. Community presence enhances public education and acceptance and builds friendships and other natural supports. Following assessment activities, explore options available in the community:

- What services and activities are available?
- What are the cost, time and equipment requirements?
- Are there activities that do not require any fees, or might waive fees, or provide scholarships?
- Are there possible modifications to the activity or prosthetic devices that may be used?
- Are there any Therapeutic Recreation staff available?
- Are volunteers currently used within the programs?
- Can they be used to maximize participation of individuals with deaf-blindness?
- Is the program physically accessible?
- Are there possible adaptations to the setting?

3. Develop and utilize listings of community events to choose a range of recreation options. Read newspapers, church and recreation center newsletters and flyers. Visit libraries, community fairs, civic groups, community colleges, community businesses, and associations. Be flexible and creative in developing recreational opportunities. Remember recreation happens in homes, community establishments, and schools as well as recreation centers. It involves individuals as well as groups. Develop calendars, pictorial or object systems, or other methods to enable individuals to choose preferred activities from a range of available settings and activities.

4. Look for a variety of transportation options.

- Is walking a possibility?
- Is public transportation available?
- Are volunteers available to provide transportation?
- Are community members already going to the activity who would be willing to provide transportation?

5. Provide individuals with deaf-blindness and community members with modifications, adaptations, training and support. Complete a discrepancy analysis of the activities and skills needed by young adults to participate in leisure settings and activities. Most recreation settings will not have personnel skilled in serving adults with deaf-blindness. But this should not deter recreation activities. Family members, friends, and service providers will need to model communication strategies for both individuals with deaf-blindness and community members. Assist young adults with deaf-blindness with orientation and mobility in new environments: provide tours, plan emergency routes, describe equipment and

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Strategies to Promote, Continued

materials, and explain rules. Even if individuals have no prior knowledge of an activity or limited skill, they can still participate in portions of many activities. Modifications to activity rules, adaptations to settings and equipment will need to be problem-solved by family members, friends, and service providers with community members.

6. Develop partnerships with key personnel and/or volunteers. This will enhance understanding of the sensory and communication needs of individuals with deaf-blindness, while at the same time increasing everyone's comfort and participation. Share ideas, ask for advice, provide feedback and reinforcement. Provide information to friends, family members, and other service providers about the young adult's progress.

7. Encourage volunteer activities. Individuals with deaf-blindness can become visible community members by distributing tee-shirts or pins at fund-raising or sports events, distributing programs at a concert in the park, taking tickets or serving refreshments at fairs or athletic events.

JOANN ENOS is an HKNC-TAC Program Associate. She has several years experience as a Therapeutic Recreation Specialist.

For **more information** about therapeutic recreation, contact:

American Therapeutic Recreation Association
P.O. Box 15215
Hattiesburg, MS 39404-5125
1-(800) 553-0304

National Therapeutic Recreation Society
3101 Park Center Drive
Alexandria, VA 22303
(703) 820-4940

Assessing Recreation and Leisure Preferences

How adults choose to spend their leisure time requires very personal decisions. When individuals have no formal communication methods and significant sensory impairments, planning recreational activities can be mystifying for family members, friends, and service providers. But it can and must be done! The most important aspect of designing a recreational program for an individual with limited or alternative communication skills is awareness of and sensitivity to preferences and abilities. A tool that facilitates this is "Personal Futures Planning" (PFP) developed by Dr. Beth Mount, of Graphic Futures, New York City, NY. Schools, group homes, and families may all find PFP a useful recreational assessment process.

PFP is a person-centered planning process that focuses on gifts and capacities, not deficits, of individuals. It is a process of empowering individuals with deaf-blindness by focusing planning on opportunities and strategies to improve the individual's life. An integral part of PFP is the development of "group graphics" or "maps" which aid assessment and planning processes by describing an individual's preferred lifestyle. Maps can be made on a variety of topics including relationships, preferences, dreams, hopes and fears, health, communication methods, etc.

At Helen Keller National Center, we have found that by focusing on one specific map, "Things That Work", (or what motivates or interests an individual), we are able to identify preferences useful in starting or expanding recreational programs for young adults with

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THINGS THAT WORK	CORRESPONDING RECREATION/LEISURE ACTIVITY	
	At Home	In the Community
Being outside	Barbeque	Barbeque
Digging in the soil; Pulling weeds	Making sand pictures Using clay Potting plants, Gardening Raking Leaves	
Preparing snacks Enjoys a good meal Coffee, sweets	Baking cookies, cakes Offering "goodies" to peers Sharing food with others	Restaurants Fast food/snake bars
Water	Bath, using hot tub	Swimming - Pool & Beach
Car rides		Going to all of the above

deaf-blindness. The chart on page 3 combines "things that work" preferences with community resources, for a young man who has no hearing or sight.

From the preferences discovered while using person centered planning, recreational goals for that individual can be identified:

Goals	Example
Increase the number of small groups and have more regular trips into the community.	Trip with escort into the community serveral times a week; Use of volunteer with groups of two or three people; Have regularly scheduled trips (food shopping, personal shopping, restaurant, pool).
Introduction and participation in a wider variety of trips, especially to assess preferences.	Swimming at 2 town pools (one indoor, one outside). Beach, park, picnic, shopping mall, fairs, amusement park rides, bowling.

To plan for these community trips, HKNC staff hold weekly meetings with individuals to set up a calendar. Individuals choose recreational activities in which they would like to participate using a variety of communication systems -- talking, signing, gesturing, using object cues. The meeting is a forum for ideas and suggestions and insures that staff are aware of and can try to meet each person's leisure needs. This same meeting process can be used by family members, friends, and other service providers to ensure choice-making from a variety of games, crafts, and community options.

All recreational options must be adapted to the varying skills and preferences of individuals with deaf-blindness. For many individuals, aids such as braille, large print, object cues, or pictorial weekly calendars of events, as well as demonstrations of leisure options, assist in choice-making as well as participation and competence in recreational activities.

HKNC uses a network of volunteers who assist on various community trips. Volunteers are matched with individuals who are deaf-blind if there is a need for one-to-one assistance. If a volunteer has a special skill it is incorporated into the program. The volunteers receive training in communication strategies, activity adaptations, and instructional strategies. Their comfort level, interest, and motivation levels are monitored by meeting with them weekly to discuss any concerns they might have. Volunteers allow individuals instead of groups to participate in community recreational activities and foster friendships and other community relationships.

To ensure successful community experiences, HKNC staff tries to anticipate individual needs. The most successful activities result from really knowing the individual and planning accordingly. For example, a person whose vision decreases at night would always need a guide for night activities. For a person who demonstrates some maladaptive behaviors, planning is crucial. For a person who is prone to toileting accidents in public, hourly rest room breaks and travel to settings with readily available rest rooms is essential. New recreational settings should always be visited or contacted in advance to confirm availability of public rest rooms. Behavioral problems should not preclude community activities; for example, one individual eats cigarette butts left in ashtrays. Out in the community, staff oriented this individual only to non-smoking sections and maneuvered him away from ashtrays.

It is very important to always maintain a positive attitude towards recreation activities and individuals with deaf-blindness. The goal is to encourage individuals to have fun even while providing instruction and/or behavioral intervention. The attitudes of family members, friends, and service providers will influence how other community people view individual with deaf-blindness, therefore it is critical importance to remain positive and have fun!

***LAURA ROCCHIO** is Assistant Residence Director at **HKNC**. Her former positions include Recreation Specialist and Daily Living Skills Instructor.*

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Enhancing Recreational Participation

Once recreational programs are developed, training and support must be provided to individuals with deaf-blindness and to community members. In addition, modifications and adaptations will probably be necessary to enhance participation and competence in a variety of recreational activities.

1. Describe the immediate environment and activities.

Individuals with deaf-blindness receive limited environmental input. Therefore, it is important for family members, friends, and service providers to enhance participation and enjoyment in all recreational activities by providing as much signed and verbal information as possible. Descriptions of the immediate environment are important: "There are many people talking on your left", "We will soon reach three steps going down", or "Joe, Irene and Marcia are here, but Patsy is not". Describe activities happening around the individual: "Several people are using the stationery bicycles", or "Several of your team members are interested in meeting at the canteen for a drink". Help the individual to feel environmental cues (walls, chairs, doors, curbs, equipment, materials, etc.) as he or she is oriented to new recreational settings and activities. Pairing verbal/signed/brailled information with a variety of tactual cues will enhance the individual's participation and enjoyment.

2. Modify settings and/or adapt activities.

Once the individual is oriented to the environment, it may be necessary to modify settings and/or adapt activities to enhance the young adult's participation, competence, and respect. Modifications include any additional cues that enable the individual to understand an activity more fully. Many modifications require little more than common sense and readily available materials; for example, enlarging print, adding color cues, or adding tactual cues. Activities can also be modified, for example, rules can be changed, boundaries can be reduced, equipment can be modified.

3. Use partial participation.

It is also important to incorporate the principle of partial participation (Baumgart et al, 1982) into recreational activities. Partial participation supports participation of individuals with limited experiences and skills by allowing them to perform as much of an activity as they are presently able to complete, with the option of increasing participation as learning or interest increases. Family, friends, or service providers complete any portion of the activity which individuals can not complete, but are essential for completion of the activity. Thus, there are no prerequisite skills or waiting period prior to actually participating and enjoying recreational activities.

4. Provide systematic instruction

In those recreational activities which require training, use of the following guidelines of instructional strategies will serve to enhance learning, proficiency and enjoyment:

- It is always most desirable to have individuals respond to naturally occurring stimuli.
- Begin instruction by providing numerous examples of the task combined with general case instruction.
- Using external prompts may be more efficient for some individuals than training him or her to respond to naturally occurring stimuli. External prompts include:
  - signed or tactual instruction
  - tactual cues
  - physical prompt
  - large print or brailled cues
  - optical and auditory aids
- A system of least-to-most intrusive prompts and/or time delay combined with whole task instruction, backward chaining, or forward chaining may be used.
- For individuals who have significant visual impairments or blindness, but have some residual hearing, combine auditory prompts with tactual instruction and cues
- For individuals who have profound hearing losses or deafness, but have some residual vision, combine instruction with model prompts and physical prompts.
- For individuals who are profoundly deaf with significant visual impairment, combine tactual instruction and cues with physical prompts.

(Systematic instruction requires good teaching skills. See Library Resources, "Falvey", for more information about the systematic use of instructional and teaching procedures).

The following examples use setting modifications, activity adaptations, and partial participation to facilitate participation and competence in games, crafts and community recreation activities.

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Games

Individuals who have limited experiences with understanding cause-and-effect relationship may find several commercially available games interesting. For example, "Booby Trap" and "Jenga" are games in which the pieces collapse into piles when the games are lost. Checkers is another easy to learn game. These are very concrete and tactual experiences; individuals with deaf-blindness can participate fully in the game with very little instruction and support from family, friends, or service providers. Computer and video games may be options for some individuals. With commercially available games, care should always be taken that the materials and packaging are age-appropriate.

Adapting rules to games makes them easier to understand. Many individuals enjoy playing "modified UNO", in which the word cards are removed. In this version matching is done by color or number, although word cards may be slowly introduced as individuals develop interest and skills in the game.

Many game materials can easily be adapted by adding tactual cues such as making holes in game pieces, or using HiMark, or Puff-paint to tactually differentiate pieces. Environmental adaptations such as placing a contrasting color paper or cloth on the table behind the game or cards, and correct lighting, also enhances participation. Some low vision modifications for games include selecting or modifying materials to allow greater dark/light contrast and large print numbers and letters. Tactually adapted versions of many games are readily available, including chess, checkers, Othello, Scrabble, Monopoly, and braille decks of cards. Many catalogues of visual aids products (American Foundation for the Blind and Independent Living Aids, for example, listed on page 11) contain a variety of aids, devices and specialized versions of games to assist with leisure skill acquisition.

Crafts

Crafts are popular and very tactual leisure activities. Crafts include ceramics, pottery, metal and woodworking, weaving, knitting, "country crafts", and other miscellaneous art projects. Many sewing crafts, for example, can be enjoyed if adaptations are employed:

- alternating thick and thin yarns when setting up a weaving loom
- placing dark paper beneath a table-top loom for contrast
- outlining patterns in sewing projects with HIMark or Puff paint
- using masking tape to highlight a straight line of sewing
- making a design by pre-cutting holes to sew through
- using spread-eye or self-threading needles or using a needle threader
- using a circular wooden hoop to secure the material

By using similar tactual and low-vision adaptations, most craft activities can be adapted to maximize the participation of individuals with deaf-blindness.

Community Recreation Activities

When thinking about community recreational activities for adults with deaf-blindness, the sky is the limit! Most communities provide a wealth of recreational opportunities, limited only by transportation and time constraints:

- Community centers (e.g., YMCA/YWCA) for classes, crafts, aerobics, exercise classes, Karate, cooking, beauty care, music, or aroma therapy, etc.
- Museums with tactual displays - "hands-on art", aviation or science exhibits, nature exhibits
- Nature walks and tactual gardens
- Hobby clubs and team events - skiing, crafts, collectors, models, bowling
- Volunteer work
- Video arcades and amusement parks
- Shopping, including trips to craft stores
- Swimming, boating and canoeing, ferry rides
- Night spots, especially with loud music, to feel vibrations to dance
- Special activities as listed by local Chamber of Commerce, newspapers, newsletters, and flyers

The suggestions and examples in this article are only a few of the many recreational settings and activities available to individuals with deaf-blindness. They are meant to serve as a catalyst to creative thinking so that individuals with deaf-blindness have the opportunity to

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participate in the same kinds of recreation and leisure activities which other members of their community enjoy.

***LAURA ROCCHIO** is currently the Assistance Residence Director at HKNC She formerly worked as Recreation Specialist and Daily Living Skills Instructor.*

JANE EVERSON is HKNC-TAC's Project Director.

Most craft stores will have the materials needed. However if ordering by mail is more convenient, the following are two good sources of craft materials which will send free catalogues:

S & S Crafts	**Economy Crafts**
P.O. Box 513	**50-21 69th Street**
Colchester, CT 06415	**Woodside, NY 11377**
(203) 537-3451	**(718) 426-1600**

Maximizing Hearing During Recreational Activities

Individuals with a mild hearing impairment usually have no problem in participating in recreational activities. If the hearing impairment increases, however, it is common to find decreased participation since it is difficult for an adult with a hearing impairment to hear and/or communicate in many recreational settings and activities (e.g., parties, lectures, restaurants, theater, sports events, large family gatherings, etc.). Noise level during these activities makes it impossible to understand speech, thereby destroying the possibility of communication, resulting in reduced enjoyment and participation.

Hearing and communication can be improved during many recreational activities, however, through the use of hearing aids, assistive listening devices, and appropriate environmental strategies. An audiologist or hearing aid dealer can assist individuals, their family members, friends, and service providers in choosing the most appropriate systems and strategies.

HEARING AIDS - For some individuals, hearing aids work well--as long as little or no background noise is present. A hearing aid amplifies sounds closest to the aid itself. Thus, for an individual sitting in the back row at a lecture, the hearing aid will amplify people whispering in the same row much louder than the lecturer's voice because the lecturer is at a greater distance from the hearing aid's microphone than the whispering individuals in the audience. In environments where noise is present, other types of equipment to improve hearing, "assistive listening devices", may be necessary.

ASSISTIVE LISTENING DEVICES (A.L.D.) - These devices improve the signal-to-noise ratio for the listener; the voice is made louder, while noise level is decreased. This is accomplished by decreasing the distance between the sound source and the microphone. A.L.D.'s are either wireless or hardwired. Wireless systems use radio frequencies (FM system), light rays (infrared), or magnetic inductive energy (induction loop) to transmit sound. Hardwired systems use wires to transmit auditory signals.

FM (frequency modulated) wireless systems send auditory stimuli from a transmitter attached to the microphone to a receiver worn by the listener. FM systems are portable and are battery operated. They can be used indoors or outdoors by persons with mild to profound hearing losses. Physical barriers do not interfere with how the person hears the sound. FM systems can be used in a variety of noisy recreational settings: lectures, sports activities, in cars, and restaurants. There are very few limitations to FM systems. However, outside interference may occur from some paging systems and fire call boxes.

Infrared wireless systems use transmitters to send invisible infrared beams to receivers worn by listeners. Infrared systems can be successfully used by individuals with mild to severe hearing losses in a variety of recreational activities such as television viewing and large auditoriums or sports arenas. Many libraries and theaters are equipped with infrared systems. An advantage is compatibility from system to system; a personal infrared receiver,

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Hearing Impairment Related Catalogues

HARC Mercantile, Ltd.
3130 Portage St./or
P.O. Box 3055
Kalamazoo, MI 49003
(800)445-9968
(800) 962-6634 (in Michigan)
(616) 381-0177 (voice)
(616) 381-2219 (TDD)

Sound Resources, Inc.
201 E. Ogden Ave.
Hinsdale, IL 60521
(312) 323-7970

Independent Living Aids, Inc.
27 East Mall
Plainview, NY 11803
1-(800) 537-2118
(general catalogue
with hearing accessories)

for example, will work with transmitters at movie theaters. A disadvantage is the system's need for high power input and therefore its limited portability. In addition, it works best in a darkened room with no windows. Fluorescent lights and direct sunlight will effect the transmission of the auditory information.

Induction loop wireless systems amplify electrical currents and pass them though a wire (loop). The current forms a magnetic field. When another wire (for example, a telephone coil in a hearing aid) is placed close to the magnetic field of the loop an identical current is produced. This current is then turned into a sound and amplified by the hearing aid. Loop systems can be used by individuals with mild to severe losses. Induction loop systems are easy to install and to use. Portable systems are readily available. Interference from outside electrical sources is a common and major disadvantage. The signal strength within the field area can also vary in intensity or be lost totally in "dead spaces" where sound will not be received at all. Induction loop systems are useful in many recreational settings: auditoriums, theaters and concert halls.

Hardwired systems carry auditory signals from a sound source to the listener's ear through a wire. Hardwired systems are useful for one-to-one communication. They may be used as first time amplification if an individual is not ready to accept a hearing aid. They can be used, for example, to hear radio and television, and are appropriate for restaurants and in cars. There are several advantages to hardwired systems: they are inexpensive and easy to use, and can be used by individuals with mild to severe hearing losses. The disadvantage is that the listener can hear only those sounds occurring nearby.

The following strategies useful during recreational activities will maximize the hearing of an adult who experiences a hearing impairment:

1. If the adult has any vision, whenever possible, he or she should be given a clear view of the speaker's face. Whether or not the individual has received "speech reading" training, there are a variety of clues that will be obtained by watching the speaker -- including lip-reading cues, contextual information, and facial expressions.

2. Be sure to obtain the person's attention before speaking. This ensure that introductory information will not be missed.

3. Speak naturally. It is not necessary to overemphasize speech, or use exaggerated facial or body gestures. Clear and expressive speech patterns do help, but speaking loudly only distorts speech. Slowing down the rate of speech also helps by giving the person more time to process the meaning of spoken information.

4. Stand or sit where shadows or glare are least likely to interfere with the person's vision. Sit away from windows inside and outside make sure the person with deaf-blindness is not facing the sun.

5. Repetition is an acceptable strategy to use when speaking. But it should not be overused; a speaker should not repeat information more than once or twice. It may be more effective to rephrase information, rather than simply repeat the same information.

6. For some individuals, spelling is a useful strategy to use when speaking. If the person is having difficulty understanding a key word, name, or number, it may be helpful to spell the word.

7. For some individuals, writing may be useful. Writing may clarify messages for adults with adequate vision and reading skills.

8. For some individuals, pairing verbal information with tactual or physical cues may be useful. Object cues, such as recreation equipment or materials may be used to represent recreational activities, tactual cues, such as feeling materials or equipment, or surfaces in recreational settings, or physical prompts may be combined with verbal information to clarify communication.

JOHN MASCIA is the Coordinator of Audiological Services at HKNC

Shopping for Assistive Listening Devices

Many types of assistive listening devices are available from mail order companies. Since there is diversity in prices, it is always a good idea to comparison shop.

Gallaudet University's publication, "Assistive Listening Devices: A Consumer-Oriented Summary" is a good source of general information about these aids. Contact Gallaudet University Press, 800 Florida Avenue, NE, Washington, DC 20002.

FM SYSTEMS

Phonic Ear
250 Camino Alto
Mill Valley, CA 94941
(415) 383-4000

HARDWIRED SYSTEMS

Williams Sound
P.O. Box 444120
Eden Prairie, MN 55344

Audex
713 N. 4th Street
Longview, TX 75601
1(800) 237-0716
1(800) 442-8489 (In Texas)

Radio Shack also markets low cost assistive listening systems. (Not available at all stores)

ASSORTED TYPES

Audio Enhancement
1707 N. High Country Drive
Orem, UT 84057
(801) 224-4151

Telex
9600 Aldrich Ave. S.
Minneapolis, MN 55420
(612) 884-4051

Facilitating Communication with the Public

Most recreational activities include socialization: the core of which is communication. How do people in the community with no knowledge of deaf-blindness communicate with individuals who are both deaf and blind? The answer is as diverse as people with deaf-blindness themselves! How much vision and hearing an individual once had and/or presently has are important factors that will determine which communication method(s) will be most effective for both the individual with sensory impairment and the general public. An individual's reading skills also play a vital role in selecting a communication method. It should also be noted that the communication method a person uses expressively may not be the same method the person uses receptively. For example, an individual may be able to use his or her voice expressively but require written notes receptively.

Since the deaf-blind population is extremely varied, it is beyond the scope of this article to include every possible method of communicating with a largely non-signing public. Included here are only those methods individuals with deaf-blindness use most often during community-based recreational activities.

For some individuals who are congenitally deaf-blind, the primary method of communication is through braille. The Tellatouch, which resembles a small, portable, manual typewriter, allows for transliteration of the alphabet letters into braille. The machine has a standard keyboard with alphabet letters and a braille display with a perforated metal plate with raised pins representing a braille symbol. As each alphabet key is depressed, the corresponding braille symbol is raised. The user with deaf-blindness holds a finger on the display and reads one braille character at a time. (Another machine with a similar system, the TelleBraille II, operates on rechargeable batteries which last for approximately one hour). These devices are especially useful if the person with deaf-blindness has good speech and can respond to the information typed, helping conversations with the public proceed quickly and smoothly.

Braille communication books are also used by many individuals with deaf-blindness to communicate with the non-signing public. Each book is tailored to the individual's interests and lifestyle and are usually categorized, containing vocabulary and dialogue typical of specific community settings. This dialogue is written in braille for the deaf-blind person, with print directly underneath for the hearing-sighted person. The person with deaf-blindness simply locates the desired page and points to the message to be conveyed. A waiter, clerk, cashier, etc., would, in turn, guide the deaf-blind person's hand to an appropriate response. Sometimes pre-brailled index card paired with the printed word are utilized in lieu of a communication book. Braille alphabet card can also be used, whereby a message is simply spelled out by pointing to the appropriate letters.

Speech, for many who are adventitiously deaf-blind, may still be the most effective method of communication. Sometimes, speech reading can be utilized receptively if sufficient visual ability remains. If not, the printed mode is often the most effective communication method used with the public. This may involve note writing with or without the use of writing guides. Special bold-line paper with dark felt-tip pens may be necessary. For individuals whose vision precludes note writing, Print-On-Palm (P.O.P.) is often effective. This is done by printing single block letters onto the palm area of the hand.

For those individuals whose command of the spoken and printed (or brailled) word is limited, communication books and/or utilizing pictures (and sometimes actual objects) paired with printed words and/or verbal information are often used. For example, a person may order a medium-sized soda from a snack bar by showing the clerk a corresponding picture in a communication book.

A key point in successful communication is to make certain that family members, friends, service providers and other members of the community know what is expected of them. Since the majority of the general public has not had the opportunity to communicate with a person with deaf-blindness, they have no idea where to begin. The initial experience may well be an awkward, even frightening one. It helps if relatives or service providers accompany the person to the community setting initially, to facilitate the first meeting and model or devise a communication method. In other cases the person with deaf-blindness should first identify him/herself as having both hearing and visual impairment through whatever means is appropriate (e.g., voice, note, button). There should be an introduction and instructions for the person to read to clarify exactly what his/her role is in the interaction. Many people in the community are very willing to communicate; once they are familiar with the communication method used and rapport has been established, the person with deaf-blindness will be able to utilize and enjoy community activities more independently and confidently. As people in the community become more comfortable and skilled communicating with their deaf-blind community members, they, in turn, will be better able to educate

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fellow staff, family and friends on some practical methods for communicating with persons with deaf-blindness. This will not only enhance recreational presence and participation but all aspects of community involvement.

JANIS F. BILELLO supervizes HKNC's Communication Department.

Communication Products

The products described in this article can be ordered from the following companies.

Teletouch

American Foundation For The Blind
15 West 16th Street
New York, NY 10011
(212) 626-20000

TeleBraille

Telesensory Systems, Inc
455 North Bernardo
P.O. Box 7455
Mountainview, CA 94043
1-(800) 227-8418

Braille Alphabet Cards

HKNC Community Education Department
111 Middle Neck Road
Sands Point, NY 11050
(516) 944-8900

Bold-line Paper

Independent Living Aids, Inc.
27 East Mall
Plainview, NY 11803
(516) 752-8080

American Printing House
1839 Frankfort Avenue
Louisville, KY 40206
(502) 895-2405

Writing guides

American Foundation For The Blind
(address - see Teletouch, above)

Greenlees-Humanichs
399 Asharoken Avenue
Northport, NY 11768
(516) 757-7255

SPREAD THE WORD...

The American Association of the Deaf-Blind (AADB) 16th annual national convention will be held in St. Paul, Minnesota from June 13-19, 1992. The theme this year is "Community Building"; it is expected that approximately 600 people will attend, many coming from international locations. This convention includes seminars to teach consumers about their rights and responsibilities as members of society, emotional and personal adjustment skills, current legislation, networking and problem-solving skills. For more information, contact:

AADB - MN '92
c/o In Touch, Inc.
1111 Third Ave. South, Suite #30
Minneapolis, MN 55404
(612) 342-2066 (V/TDD)

The landmark **Americans with Disabilities Act (ADA)**, which protects people with disabilities from discrimination, is available in accessible formats for people with disabilities. The U.S. Department of Justice (DOJ) and the federal Equal Employment Opportunity Commission (EEOC) are making the text of the law and a supplemental ADA regulations handbook available in audio tape cassettes (recorded by Recordings for the Blind), braille, large print, on electronic file on computer disk and through electronic bulletin board. To order copies of the document call EITHER:

EEOC at: 1-(800) 669-EEOC (voice)
1-(800) 800-3302 (TDD)

DOJ at: (202) 514-0301 (voice)
(202) 514-0383 (TDD)

When calling be sure to mention which format is needed. For electronic bulletin board call: (202) 514-6193. For more information about Recordings for the Blind call: (609) 452-0606.

Coping with Macular Degeneration is now available in its second edition as an eighty-page large print book. It includes resource lists and references. To order, send check or money order for $12.00 to :

Vision Loss Technology
4619 93rd Street
Lubbock, TX 79422
(806) 974-6387

A Guide to Health and Consumer Toll-Free Hot-Line Numbers is available in computer-assisted, hand-transcribed braille. In one volume, with 51 braille pages, the book is priced at $10.00. To order contact:

The Beach Cities Braille Guide
P.O. Box 712
Huntington Beach, CA 92648

Continued on page 11

Spread, Continued

The Easter Seal Society has established Computer-Assisted Technology Services (CATS), the first national loan fund to assist persons with disabilities to purchase computer-assisted and other technologies to enable them to have the support necessary to increase independence. Loans ranging from $1,000 to $3,200 will be available until September of 1992. People are encouraged to apply as quickly as possible. Easter Seals CATS will take the lead in providing technical support and access to resources that can help identify the appropriate, available assistive technology. The program allows individualized payment plans, giving the individual an opportunity to build a credit history. Also available are short-term loans when reimbursement is guaranteed by a public agency or insurance company. For more information, contact:

Easter Seal Society CATS Loan Officer
70 East Lake Street
Chicago, IL 60601
(312) 726-6200
1-(800) 221-6827

A free directory, **Technology Resources Nationally** by Lawrence H. Trachtman, is available. The areas covered include advocacy, consumer and voluntary health organizations; information/data banks/research; professional and trade and other organizations; federal government; networks, bulletin boards and databases; rehabilitation engineering centers; and newsletters and journals. Contact:

Center for Rehabilitation Technology Services
South Carolina Vocational Rehabilitation
1410-C Boston Avenue
P.O. Box 15
West Columbia, SC 29171-0015
(803) 822-5362

Transition Summary -- Options after High School for Youth with Disabilities (Number 7, September 1991) is a 28 page compendium of articles. Topics covered include self-determination, employment, adult systems, accommodations, record keeping, work incentives of Social Security programs and others. A check-list for students and families, "Taking Action", covers what to do in junior high, high school and after. A bibliography and resource list concludes the publication. Request a free single copy from:

HEATH
One Dupont Circle, Suite 800
Washington, DC 10036
(202) 939-9320 (V/TDD)
1-(800) 544-3284 (V/TDD)

Dear Friends,

I know many of you so well that I wish there was as more personal way to tell you about an upcoming change in my life. On April 20, 1992 I will assume a position at the University Affiliated Program (UAP) at the University if Missouri - Kansas City (UMKC), as the coordinator for field-based training. (I will be transitioning from HKNC-TAC to UAP-UMKC!).

It has been a real privilege to have been part of a project which is helping to make a real difference in the lives of people with deaf-blindness and their family and friends. I will continue to be committed to assuring that people with deaf-blindness have meaningful and fulfilling lives in their communities. Some of you know that I am the friend and guardian of a young man with deaf-blindness, so I will continue to have strong ties to you in the deaf-blind community.

The UAP at which I will be working has a strong commitment to the provision of training to both public and private agencies. I will be participating in a number of exciting activities, such as supporting the development of person centered planning teams, the development of a quality assurance system, using adaptive technology, and other projects, all of which seek to assure that Missouri's citizens with developmental disabilities have every opportunity to be part of the mainstream of community life.

Someone asked me the other evening what I remember most about working for TAC. There are many memories - too numerous to list. Taken all together they say that I will miss you, that I will continue to support your efforts on behalf of people with deaf-blindness, that I hope there will be opportunities in the future to work together, to talk together, and be together.

With Warmest regards,
Mike McCarthy

Institute for Human Development
University Affiliated Program
University of Missouri - Kansas City
2220 Holmes Street.
Kansas City, MO 64108 - 2676
(816) 235-1758

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LIBRARY RESOURCES

Amado, A. N., Conklin, F., & Wells, J. (1990). **Friends: A Manual for Connecting Persons with Disabilities and Community Members**. St. Paul, Minnesota: Human Services Research and Development Center.

Baumgart, D., Brown, L., Nisbet, J., Ford, A., Sweet, M., Messina, R., & Schroeder, J. (1982). **Principle of partial participation and individualized adaptations in educational programs for severely handicapped students**. Journal of The Association for the Severely Handicapped, 7(2), 17-27.

Dattilo, J. & St. Peter, S. (1991). A model for including leisure education in transition services for young adults with mental retardation. **Education and Training in Mental Retardation**, 26 (4)

Falvey, M. A. (1986). **Community-Based Curriculum. Instructional Strategies for Students with Severe Handicaps**. (pp. 31-60; 101-117). Baltimore: Paul H. Brookes.

Ford, A., Schnorr, R., Davern, L., Black, J., & Dempsey, P. **The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities.** (pp. 63-75). Baltimore: Paul H. Brookes.

Mount, B. & Zwenik, K. (1988). **It's Never Too Early. It's Never Too Late. A Booklet About Personal Futures Planning**: For Persons with Developmental Disabilities, Their Families and Friends, Case Managers, Service Providers and Advocates. Metropolitan Council's DD Case Management Project, 230 East Fifth St., St. Paul, Minnesota 55101

Mount, B. & Zwenik, K. (1990). **Making Futures Happen. A Manual for Facilitators of Personal Futures Planning**. Metropolitan Council's DD Case Management Project. St. Paul, Minnesota.

Nesbitt, John A. (1974). **Play, Recreation and Leisure for People Who Are Deaf-Blind.** Papers from National Institute on Program Development and Training for Deaf-Blind Children, Youth and Adults. Iowa City, Iowa: University of Iowa Recreation Education Program.

O'Brien, J. (1987). **A Guide to Life-style Planning: Using The Activities Catalogue to Integrate Services and Natural Support Systems.** The Activities Catalogue, Chapter 11, Baltimore: Paul H. Brookes.

Schleien, S. J. & Ray, M. T. (1988). **Community Recreation for Persons with Disabilities**. Baltimore: Paul H. Brookes.

Wilcox, B. & Bellamy, G. T. (1987). **The Activities Catalog. An Alternative Curriculum for Youth and Adults with Severe Disabilities.** Baltimore: Paul H. Brookes.

MATERIALS AVAILABLE IN BRAILLE, TAPE AND LARGE PRINT

Library of Congress Talking Books Program. Braille and recorded materials, equipment and accessories are available to registered individuals or institutions. For an application, write to Reference Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542.

Recordings for the Blind, Inc., 215 East 58th St. New York, NY 10022. (212) 751-0860.

American Printing House for the Blind, 1839 Frankfort Ave., Louisville, KY 40206. (502) 895-2405.

National Braille Press, Saint Stephen Street, Boston, MA 02115.

Technical Assistance Center/HKNC
111 Middle Neck Road
Sands Point, New York 11050-1299
(516) 944-8900 (Voice/TDD)
FAX: (516) 944-8751

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TAC

"So much has been given to me, I have no time to ponder over that which has been denied."

Helen Keller